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Reports on German educational systems and makes recommendations for placement of German students in U.S. institutions of higher education. Discusses types of German institutions of higher learning; lists the institutions; and summarizes requirements for admission, credentials, and degrees offered. Contains a brief section on schools and institutions of higher learning in the Soviet Zone (East Germany). Includes a glossary of German educational terms and a selected bibliography on German education.

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A Guide to the Academic Placement of German Students

in United States Educational Institutions

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WORLD EDUCATION SERIES

A SERVICE OF THE COMMITTEE ON EVALUATION OF FOREIGN STUDENT CREDENTIALS OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Germany

A GUIDE TO THE ACADEMIC PLACEMENT OF GERMAN STUDENTS IN UNITED STATES EDUCATIONAL INSTITUTIONS

1957

Prepared by

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Approved for publication by the
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Introductory Statement

Admissions officers in American colleges and universities at both the undergraduate and graduate levels have long been concerned with the problems of proper placement of students who come to the United States from other countries. Despite excellent service from the U. S. Office of Education, and the help given by publications such as Mrs. Sasnett's *Educational Systems of the World* there is still a disturbing degree of diversity in the evaluation of foreign student credentials. In the hope of achieving greater uniformity in evaluation of such credentials, and more important, a placement that will insure the foreign student a greater chance of academic success, the AACRAO appointed in 1955 a special committee to arrange for reports on the educational systems of foreign countries, with recommendations for placement of students coming from those countries to United States educational institutions.

The Committee felt a need for coordinating the opinions of all groups interested in placement of foreign students, so its first act was to arrange meetings which resulted in the organization of a Council on Evaluation of Foreign Student Credentials. The membership of this Council is listed on the inside front cover. Previous to publication of each report, the Council must approve any recommendations for placement that may be contained in the report.

The following report on Germany is intended to help admissions officers arrive at their own decisions on proper and equitable placement of individual students. Admissions officers should, of course, give due consideration to the purposes, organization, and requirements of their own institutions, and to the academic and personal needs and interests of each student concerned. In considering the problems involved in placement, admissions officers will find two current publications of great value: *Do-It-Yourself Evaluation of Foreign Student Credentials,* published by AACRAO as a part of this series, and *A Guide to the Admission and Placement of Foreign Students,* published by the Institute of International Education and related to this series.

ACKNOWLEDGMENTS

Colleagues at a number of institutions have, from their experience, made valuable suggestions for this guide, and their help is gratefully acknowledged. In particular, the writer wishes to thank Mr. William H. Strain, Indiana University, and Dr. Herman Spindt, University of California; Dr. Alina M. Lindegren of the Office of Education; the members of the Committee on International Student Exchange of the Association of Graduate Schools—Deans R. S. Ford of the University of Michigan, Ernest Huntress of Massachusetts Institute of Technology, Morris Stewart of the University of California, and O. O. Winther of Indiana University; Professor Robert Ulich of Harvard, Professor Wolfgang Kayser of the University of Göttingen, Professor Hans Jaeger of Indiana University, Dr. Hans Rosenhaupt of Columbia University, and Dean Paul E. Chalmers of Massachusetts Institute of Technology.

Germany:

A Guide to the Academic Placement of German Students in United States Educational Institutions

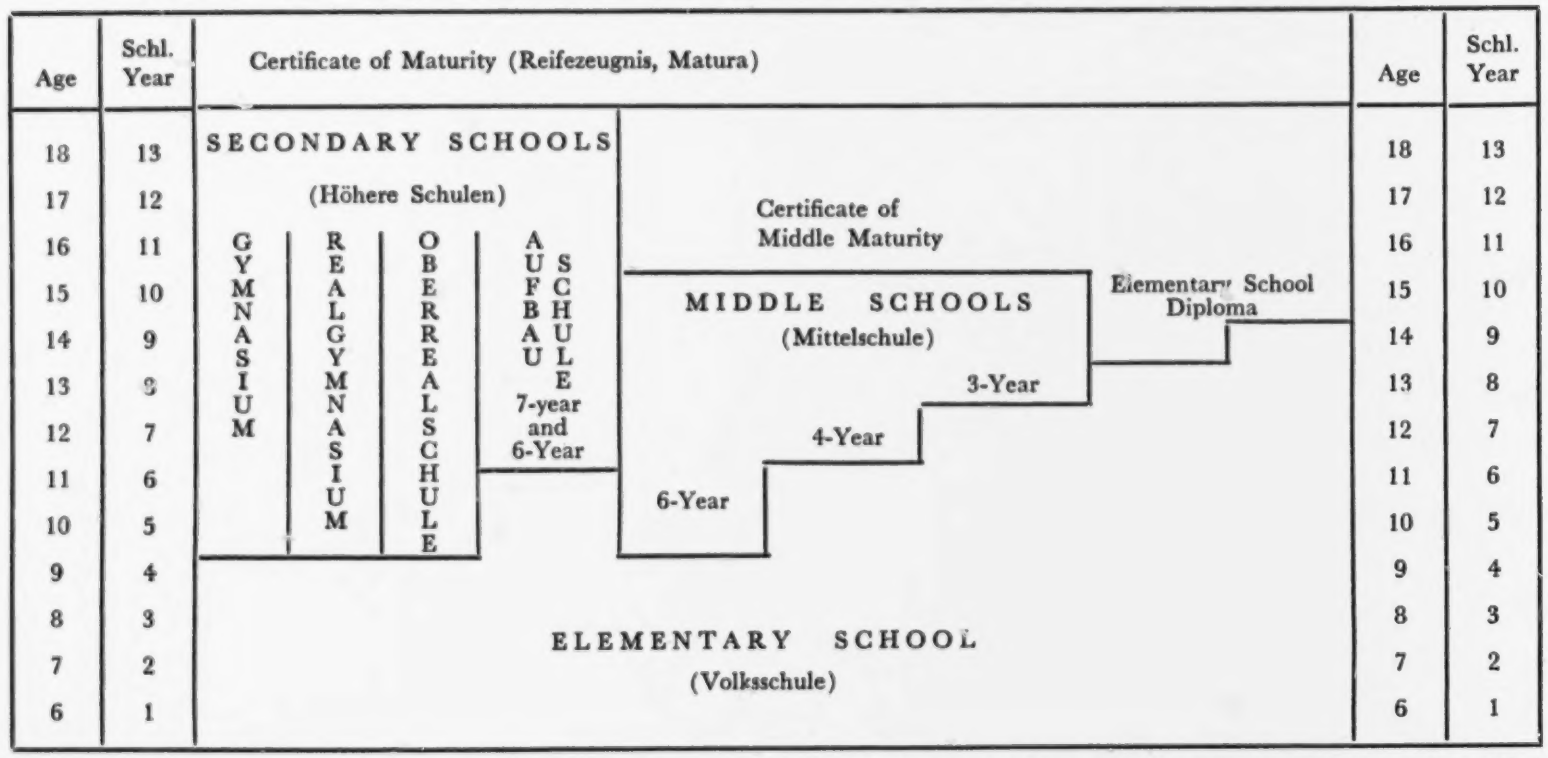
I. INTRODUCTION

German education looks back on a long and notable tradition of inclusiveness in the elementary stages and quality in the higher ranges. Seven or eight years of school were required generally from the early nineteenth century on. German secondary education achieved distinction for thoroughness and depth, and the universities and technological institutions of Germany became in large measure the models for higher education in much of continental Europe and for graduate education in the United States. It was to Germany, more than to any other country, that Americans in the nineteenth century, from the time when George Ticknor and Edward Everett sailed in the spring of 1815 to study at Göttingen, turned for the experience of higher learning abroad. Perhaps the general esteem in which German education was held has had its disadvantages, for in the twentieth century, despite some daring experiments, German public education has tended to remain overly traditional. Its forms have been on the whole less malleable than their American counterparts; emphasis has remained on the *Fach,* subject matter and specialty; the curriculum of the schools, and the organization of the universities, have not greatly changed; the old antipathy to coeducation in the schools remains, and the extent to which separation is accepted on religious and social-economic grounds—the latter appearing in fact, though not in theory, in the division between those who attend university-preparatory schools and those who move early to vocational training—sometimes surprises an American observer. And the number of universities and technological institutions has hardly increased in the twentieth century, despite the increasing desire and need for training such as they can offer.

Education in the Federal Republic (West Germany) is supervised by the individual *Länder* (states—at first 12, now 10, including West Berlin). This too is a German tradition, going back to a deep-rooted federalistic tendency, and it was broken only temporarily during the enforced centralization of the Nazi era (1933-45). There are many variations in details, not only among different states but, particularly in the early postwar years, among the three zones of Allied occupation; the common core is however quite visible, and the accompanying chart is reasonably accurate for the Federal Republic as a whole.

M. T. Sasnett's *Educational Systems of the World* (1952) gives a detailed study of the German school system under National Socialism, and considerable information on education under the Weimar Republic (1919-33). The recent publication of the Office of Education, *Education in the German Federal Republic,* by Gordon W. Prange and Alina M. Lindegren (November, 1954) deals at length with developments since 1945. The present study makes much use of the latter survey; it does not aim simply to repeat what is easily available there, but to supplement it, and to stress the aspects of

TABLE I. ORGANIZATION OF ELEMENTARY AND SECONDARY SCHOOLS IN WEST GERMANY[1]



[1] *Education in the German Federal Republic,* by G. W. Prange and A. M. Lindegren (Washington, Office of Education, November, 1954), p. 20.

German education especially relevant to the problem of evaluation of credentials and placement of German students in American colleges and universities. Information on current practices in higher education is based on the indispensable *Deutscher Hochschulführer,* a guide issued annually for the Federal Republic.

II. THE ORGANIZATION OF ELEMENTARY EDUCATION

Kindergartens, supported by municipalities or by churches and organizations, exist in considerable number, and 5-20 per cent of children 4-5 years old attend them in the communities where they exist.

The *Volksschule* is the universal elementary school in the Federal Republic. It includes the primary school (*Grundschule*), which usually covers 4 years (6 years in Bremen and West Berlin, and till recently in Hamburg, which is now changing). At the age of ten (or twelve), the pupil either continues in the *Volksschule* (ca. 81 per cent do so), or transfers to a "middle" school (*Mittelschule*) or a secondary school of the university-preparatory type (*höhere Schule*). It is the last category with which we are chiefly concerned.

The pupils remaining in the *Volksschule* follow a curriculum fairly consistent throughout West Germany; it includes in all, or almost all years, German, religion, citizenship and geography, mathematics, music, and physical education; it also includes approximately seven years of drawing, five years of social science and history, natural science, manual training, and an option of up to five years of a foreign language. The hours per week increase from 18-22 in the first year to 30-33 in the last four years.

Children who complete the full *Volksschule* curriculum of eight or nine years are ordinarily required to attend a vocational or continuation school (*Berufsschule*) until the age of 17 or 18—a part-time school, 6-12 hours a week.

III. THE SYSTEM OF SECONDARY SCHOOLS

1. Types of Institutions and Curricula

A small proportion (ca. 4 per cent) of German children attend the *Mittelschule* (sometimes called *Realschule*) after completing the *Grundschule,* and take a three-, four- or six-year course there —depending on the number of years in the *Grundschule*—roughly midway between the *Volksschule* curriculum and the more academic training of the *höhere Schule;* giving, for example, more emphasis to natural science than the *Volksschule,* and requiring one foreign language and offering an option of a second. The graduate of a *Mittelschule,* at the age of 16, may, in many states, on the basis of its certificate (*Zeugnis der mittleren Reife*) enter the *Obersekunda* (seventh year) of a secondary school and thus continue in the academic program leading to higher education. There is a tendency to increase the number of *Mittelschulen.*

Höhere Schulen are the academic, university-preparatory schools from which are graduated substantially all Germans who go on to

universities or other places of higher learning, and including those students who come to American colleges or universities; though only 15 per cent of all German school children beyond the *Grundschule* attend them, and only about one-fourth of those entering them actually complete them. Thus the German boy or girl who has successfully finished the *höhere Schule* should represent the best product of German pre-university training. The student who has passed the final examination of such schools (*Reifeprüfung* or, more commonly, *Abitur*) and received his certificate of graduation (*Reifezeugnis* or *Zeugnis der Reife* or *Matura*) has the basic qualification to enter a German university or other institution of corresponding level, such as the technological institutes (*Technische Hochschulen*). The university-preparatory schools include the classical (humanistic) *Gymnasium,* the *Realgymnasium,* and the *Oberrealschule* or *Oberschule.*

There are other varieties of *höhere Schule* in Germany, which do not prepare *directly* for the university:

Realschule or *Progymnasium,* 6 years, from the fifth through the tenth school year, for boys, permitting entry into the higher grades of a university-preparatory school.

Lyzeum, 6 years, from the fifth through the tenth school year, for girls, permitting entry to a *Frauenoberschule.*

Frauenoberschule, 3 years, from the eleventh through the thirteenth school year, preparing for a *Pädagogische Hochschule* (teachers' college).

Aufbauschule, 6 or 7 years, from the seventh or eighth through the thirteenth school year, enabling pupils to transfer into an academic curriculum at age 12 instead of the usual age 10.

Wirtschaftsoberschule, 3 years, from the eleventh through the thirteenth school year, 16-18 hours weekly, enabling graduates to enter a *Handels-* or *Wirtschaftshochschule* (commercial or economic-business institute) or the Economics Faculty of a university.

Most Germans wishing to enter American institutions of higher learning come, however, from the three university-preparatory types of school, which include by far the largest proportion of German *höhere Schulen.* Except for a period (from 1937 until some years after the war) during which the course in these schools was generally reduced to 8 years, they have had a 9-year curriculum, which begins after four years of *Grundschule,* and enrolls the pupil from the age of 10 to 18 or 19. Private secondary schools are likely to follow this basic pattern.

The classical *Gymnasium (Altsprachliches* or *Humanistisches Gymnasium)* is the traditional German secondary school, and even now nearly one-fourth of the university-preparatory schools in Germany are of this type. Most classical *Gymnasien* are boys' schools. The program involves from 28 to 34 hours of classes a week. Three languages are required—normally 9 years of Latin, 7 years of English or French, 6 or 7 of Greek; another modern language may be taken for three years of less intensive instruction. German, religion, geography, mathematics, biology, music, art, and physical training are taken every year; history and social science for 8 years, physics for 6, chemistry for 4.

TABLE 2

PROGRAM OF STUDY FOR THE CLASSICAL GYMNASIUM[1]

Subject	Number of hours per week in each school year.								
	5.	6.	7.	8.	9.	10.	11.	12.	13.
Religion	2	2	2	2	2	2	2	2	2
German	5–6	4	4	4	4	4	4	4	4
Geography	2	2	2	2	1	2	2	1	1
History and Social Science	–	0–2	2	2	2	2	2	2	2
First Foreign Language (Latin)	6–7	6–7	6	5	5	4–5	5	5	5
Second Foreign Language (modern)	–	–	4–5	3	3	3	2–3	2–3	2–3
Third Foreign Language (Greek)	–	–	0–5	5–6	5–6	5–6	5–6	5–6	5–6
Fourth Foreign Language (optional)	–	–	–	–	–	–	(2)	(2)	(2)
Mathematics	4	4	4	3	3	3	3	3	3
Physics	–	–	–	2	2–3	1–2	1–2	1–2	1–2
Chemistry	–	–	–	–	–	2	1–2	1–2	1–2
Biology	2	2	2	0–1	1	1–2	1–2	1	1
Music	2	2	2	1	1	1–2	1–2	1–2	1–2
Art	2	2	2	2	2	1–2	1–2	1–2	1–2
Physical Education	2	2	2	2	2	2	2	2	2
Total	28	28	32	34	34	34	34	33	34

[1] *Education in the German Federal Republic,* by G. W. Prange and A. M. Lindegren (Washington, Office of Education, November, 1954), p. 14, based on "Deutsche Bundesrepublik" in *Die Schulen in Westeuropa,* by Franz Hilker, and edited by E. Hylla and W. L. Wrinkle, Christian-Verlag, Bad Nauheim, 1953, pp. 338-339.

TABLE 3

PROGRAM OF STUDY FOR THE MODERN LANGUAGE GYMNASIUM[1]

Subject	Number of hours per week for each school year								
	5.	6.	7.	8.	9.	10.	11.	12.	13.
Religion	2	2	2	2	2	2	2	2	2
German	5–6	5–6	4	3–4	3–4	3–4	3–4	3–4	3–4
History and Social Science	0–1	1–2	2	2–3	2–3	2–3	2	2	2–3
Geography	2	2	2	2	2	1–2	1–2	1–2	1–2
First Foreign Language (modern)	5–6	5–6	4–5	4	4	3–4	3–4	3–4	3–4
Second Foreign Language (Latin)	–	–	5–6	4–6	4–5	3–5	3–4	3–4	3
Third Foreign Language (modern)	–	–	–	0–4	0–4	4	4	4	3–4
Mathematics	4–5	4–5	4	3–4	3–4	3–4	3–4	3–4	3–4
Physics	–	–	–	1–2	1–2	1–2	2	1–2	2
Chemistry	–	–	–	–	1–2	1–2	1–2	1–2	1–2
Biology	2	2	2	1–2	1	1	1–2	1–2	1
Music	2	2	1–2	1–2	1	1	1–2	1–2	1–2
Art	2	2	2	2	1–2	1–2	1	1	1
Physical Education	2	2	2	2	2	2	2	2	2
Total	28–30	29–30	31–33	30–34	30–34	32	34	31–34	30–34

[1] *Education in the German Federal Republic,* by G. W. Prange and A. M. Lindegren (Washington, Office of Education, November, 1954), p. 15, based on "Deutsche Bundesrepublik" in *Die Schulen in Westeuropa,* by Franz Hilker, and edited by E. Hylla and W. L. Wrinkle, Christian-Verlag, Bad Nauheim, 1953, p. 339.

The *Realgymnasium (Neusprachliches Gymnasium, Oberschule, Studienanstalt)* represents a compromise between the classical curriculum and the practical demands of the present. Slightly over 40 per cent of the university-preparatory schools are of this type, and about one-seventh of these are girls' schools. The 9-year curriculum ranges, like that of the *Gymnasium,* from 28 to 34 hours weekly. Ordinarily Latin, French, and English are included—the order varies—with from 6 to 9 years for each. The remainder of the curriculum closely resembles that of the *Gymnasium,* as the chart, Table 3, shows.

The *Oberrealschule (Oberschule, Mathematisch-naturwissenschaftliches Gymnasium)* includes slightly less than 40 per cent of the university-preparatory schools; two-fifths of the *Oberrealschulen* are for girls. Here two languages are required, normally English and French, one for 9, the other for 7 years, with 3 years of Latin as an elective; in the state Rheinland-Pfalz, Latin is optional instead of one modern language. It will be seen from the chart below that the subjects are otherwise substantially the same as in the *Gymnasium* or the *Realgymnasium,* but that somewhat more time is devoted to mathematics and natural sciences.

2. Examination Systems, Certificates, or Diplomas

For admission from the *Volksschule* to a *höhere Schule,* students usually have a trial week in January (toward the end of the school year), with written examinations, and under observation of teachers. About two-thirds of the candidates are admitted to a *höhere Schule;* a few who fail may repeat the trial period in another year and succeed in being admitted then.

Reports of quality of work are usually made twice or three times at year in the *höheren Schulen,* and grades *(Noten)* are given for each subject.

A German student who has completed the *höhere Schule* should present the *Reifezeugnis (Zeugnis der Reife or Matura)* as evidence. This document indicates his marks *(Noten)* in the subjects in which he passed his final school examination *(Abitur).* The marks usually range from 1 to 5 (or 1 to 6), roughly the American scale of A through E; and may be expressed in words also *(sehr gut, gut, befriedigend, ausreichend, ungenügend).*[1] There is also a *Gesamtnote* (total average), expressed in the same terms; and customarily a brief evaluation of the student's qualities. The *Reifezeugnis* is the basic document for admission to a German institution of higher education.

3. Changes in Organization

The usually liberal official attitude toward schools during the Weimar Republic (1919-33) underwent a sharp change in the Nazi regime (1933-45). Not only was the customary control of the school

[1]The terms mean: Very good, Good, Satisfactory, Passing, Unsatisfactory. The grades *5* and *6,* and the term *Ungenügend,* indicate failure.

TABLE 4

PROGRAM OF STUDY FOR THE GYMNASIUM FOR MATHEMATICS AND SCIENCE[1]

Subject	Number of hours per week for each school year								
	5.	6.	7.	8.	9.	10.	11.	12.	13.
Religion	2	2	2	2	2	2	2	2	2
German	5–6	5–6	4	3–4	3–4	3–4	3–4	3–4	4
History and Social Science	0–1	1–2	2	2	2	2–3	2–3	2–3	2–3
Geography	2	2	2	2	1–2	1–2	1–2	1–2	1–2
First Foreign Language (English)	5–6	5–6	4–5	4	3	3	3	3	2–3
Second Foreign Language (Latin)	–	–	5–6	5–6	3–4	3–4	2–3	2–3	2–3
Mathematics	4–5	4–5	4	4–5	4–5	4–5	4–5	4–5	4–5
Physics	–	–	–	0–2	2–3	2–3	2–3	2–3	2–3
Chemistry	–	–	–	–	2	2	2	2	2
Biology	2	2	2	1–2	1–2	1–2	1–2	1–2	1–2
Music	2	2	2	1–2	1	1	1	1	1
Art	2	2	2	2	1–2	1–2	1–2	1–2	1–2
Physical Education	2	2	2	2	2	2	2	2	2
Total	28	29	31–33	30–32	30–33	32–33	31–33	31–33	30–33

[1] *Education in the German Federal Republic*, by G. W. Prange and A. M. Lindegren (Washington, Office of Education, November, 1954), p. 16, based on "Deutsche Bundesrepublik" in *Die Schulen in Westeuropa*, by Franz Hilker, and edited by E. Hylla and W. L. Wrinkle, Christian-Verlag, Bad Nauheim, 1953, p. 340.

systems by the individual states replaced by the increasing centralization characteristic of the Third Reich, but also the curriculum and extent of schooling changed considerably, even before the war. The *Volksschule* had an 8-year course. The secondary university-preparatory schools were reduced by 1937 to three types—*Oberschule,* with English and Latin, and considerable stress on science and mathematics; *Gymnasium,* retaining the two classical languages plus English; and *Aufbauschule;* all three with an 8-year course. Postwar schools, as indicated above, have returned to control by the states and have increased in variety. *Höhere Schulen* have returned to a 9-year course; private schools have increased considerably in number; and the heavy nationalistic-racist bias, and the practical stress, of Nazi education are not found in the curriculum.

4. Recommendations on Placement

The following recommendations on transfer from German schools to U. S. colleges and universities are based on the experience and practice of a number of institutions and the views of individual educators:

For *Reifezeugnis* based on 9-year *höhere Schule* curriculum: Grant provisional Sophomore standing.

For eight years of *höhere Schule*: Provisional Freshman standing may be granted depending on the quality of the student's record.[1]

For less than 8 years of *höhere Schule*: Do not admit to college.

The quality of an individual record should of course be taken into consideration; outstanding students may merit higher placement than that suggested above; students with poor records may be given lower placement.[2]

Credit may be granted, according to the type of school, for work corresponding to American college courses in various fields—e.g. languages, German literature, history, mathematics, some natural sciences (Physics, Biology, Chemistry, perhaps Geography), and in some cases music and art. It may be advisable, after admission, to test the student before determining credit for the equivalent of specific courses.

It may also be desirable to make use of the College Board examinations for applicants from German schools. Examining centers are located at Munich, Nürnberg, Heidelberg, and Frankfurt. Applicants may also arrange to take these examinations elsewhere by writing at least two months in advance to the Educational Testing Service, Box 592, Princeton, New Jersey.

Experience with German students at colleges and universities in the United States appears to be generally favorable.

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[1]It is of course preferable for an applicant living in Germany to complete the *Abitur.*

[2]It should also be noted that the quality of education was less high for five or six years after the war than it is now, and that records for the period 1945-50 should be scrutinized with special care.

IV. HIGHER EDUCATION

1. Types of Institutions

The principal institutions of higher learning in Germany are the universities *(Universität)*, the technological institutes *(Technische Hochschule)*, theological schools *(Theologische Hochschule, Kirchliche Hochschule, Philosophisch-theologische Hochschule)*, the professional schools of art *(Hochschule,* or *Akademie, der bildenden Künste, Kunstakademie)*, music *(Hochschule für Musik)*, and various other professional schools for political sciences, social sciences, education *(pädagogische Hochschule)*, sciences, agriculture, etc.

The great reputation of German higher learning in the nineteenth and early twentieth centuries suffered sadly under the Nazis and the effects of the war. Loss of faculty, buildings, libraries, and physical equipment contributed to produce a catastrophic picture at the end of the war, yet many of the universities in Western Germany were functioning again within a year, and, despite everything, the institutions of higher learning have revived to a surprising extent in the years since 1945. Enrollment for higher learning is far greater than before the war; except for Giessen (now limited to sciences and medicine), all the universities existing in 1939 in West Germany are open, and in addition the long-defunct University of Mainz was refounded in 1946, and the new Free University of Berlin was established in the American Sector in 1948, after the Communists had taken control of the old Friedrich-Wilhelm (or Humboldt) University of Berlin.

In the early years after the war, serious attempts were made to "reform" the universities, particularly to fit them more emphatically into the pattern of current life than in the past, and to overcome the excessive specialization (not limited to Germany!) of which educated Germans are aware. It cannot be said that the efforts succeeded. The basic organization remains with little change; most universities have retained the ancient pattern of from four to seven faculties—typically, Philosophy (corresponding in general to our liberal arts and sciences), Medicine, Law (and sometimes Economics and Political Science—*Volkswirtschaft*), Theology, and often Mathematics and Natural Sciences *(Naturwissenschaften)*; sometimes, too, such additional faculties as agriculture *(Landwirtschaft)* and Forestry. Of the various experiments to break down specialization, the most important are the *Studium Generale* and the *Dies academicus*. The former might involve interdisciplinary courses, or even (as in the Medical Faculty at Göttingen, or the *Technische Universität* in Berlin-Charlottenburg) the requirement of attending a number of "general education" courses; the latter, a series of general public lectures and discussions, held at intervals of a month, as at the Free University of Berlin. But the pressure on a largely impoverished student body to prepare as quickly as possible for their careers has been too great to encourage very much development along the lines of general liberal arts education. It should, moreover, be remembered that there are no institutions in Germany corresponding to our colleges; the universities are in many ways more like American graduate and professional schools than American colleges; and their problems of curriculum and specialization should be judged in that context.

Of the 408 German students[1] (aside from trainees and specialists) entering American institutions of higher learning in 1954, 128 (31+ per cent) were undergraduates, 176 (43+ per cent) graduates, and 104 (26− per cent) special students. Eighty per cent of the undergraduates, 72 per cent of the graduates, and 93 per cent of the special students were in the humanities (including religion), social and natural sciences, or engineering. Since by far the largest proportion of German students in the United States are in these areas, with much smaller representations in medicine, education, and strictly professional fields, attention will be concentrated chiefly on the universities and the technological institutes from which most German students enter American institutions.

2. List of Institutions of Higher Learning

(from *Deutscher Hochschulführer,* 1956-57, p. 259)

Universities *(Universitäten)*	Number of Students (Summer Semester, 1955)
Berlin, Freie Universität	6817
Bonn	7313
Erlangen	2704
Frankfurt	7047
Freiburg	5542
Göttingen	4947
Hamburg	7641
Heidelberg	5667
Kiel	2374
Köln (Cologne)	9739
Mainz—including Dolmetscher-Institut Germersheim	3526
Marburg	4476
München (Munich)	11756
Münster	6224
Tübingen	5493
Würzburg	2389
	93655
Technological Institutes *(Technische Hochschulen)*	
Aachen	5487
Berlin, Technische Universität	4017
Braunschweig (Brunswick)	2675
Darmstadt	3132
Hannover	3028
Karlsruhe	3688
München (including Weihenstephan)	4408
Stuttgart	4062
	30497

[1]These figures are based on statistics generously supplied by the Institute of International Education.

School of Mines *(Bergakademie)*	
Clausthal	1062
Professional Institutions *(Fachhochschulen)*	
Berlin-Lankwitz, Pädagogische Hochschule (Teachers' College)	728
Düsseldorf, Medizinische Akademie	343
Giessen, Justus-Liebig-Hochschule	824
Hannover, Tierärztliche Hochschule (Veterinary School)	491
Köln (Cologne), Sporthochschule (Physical Education School)	310
Speyer, Verwaltungshochschule (School of Public Administration)	205
Stuttgart-Hohenheim, Landwirtschaftliche Hochschule (Agricultural School)	336
	3237
Institutes for Economics and Political Science *(Hochschulen für Wirtschaft und Politik)*	
Berlin-Schöneberg, Deutsche Hochschule für Politik	417
Mannheim, Wirtschaftshochschule (Economics Institute)	960
München, Hochschule für politische Wissenschaften (Institute of Political Science)	122
Nürnberg, Wirtschaftshochschule	1028
Wilhelmshaven-Rüstersiel, Hochschule für Arbeit, Politik und Wirtschaft (Institute of Labor, Politics, and Economics)	102
	2629
Philosophic-Theological Institutes—Catholic *(Philosophisch-Theologische Hochschulen)*	
Augsburg	16
Bamberg	199
Dillingen	86
Eichstätt	173
Frankfurt	185
Freising	162
Paderborn	269
Passau	100
Regensburg	319
Trier	236
	1745
Theological Institutes—Protestant *(Kirchliche Hochschulen)*	
Berlin-Zehlendorf	233
Bethel	123
Neuendettelsau	89
Wuppertal-Barmen	145
	590

Art Institutes *(Hochschulen für bildende Künste)*	
Berlin-Charlottenburg	596
Düsseldorf	193
Frankfurt	46
Freiburg	51
Hamburg	385
Karlsruhe	132
Kassel	117
München	453
Nürnberg	87
Stuttgart	445
	2505
Music Conservatories *(Hochschulen für Musik)*	
Berlin-Charlottenburg	511
Detmold	248
Frankfurt	202
Freiburg	254
Hamburg	534
Karlsruhe	148
Köln (Cologne)	416
Lübeck	217
München	330
Stuttgart	389
	3249
Total number of students, Summer Semester, 1955	139,169

3. Requirements for Admission

The basic requirement for admission is the *Reifezeugnis;* in addition, the Free University of Berlin requires entrance examinations, and the institutions in Hessen require interviews.

4. Credentials

The student from a German institution of higher learning should present a) the *Studienbuch* (list of courses for which he was registered, by semester); b) usually *Seminarscheine* or *Uebungsscheine* (reports on individual seminars, or on courses requiring specific papers or reports); these indicate the quality of work in the courses concerned, customarily expressed in words, *(sehr gut* [*very good*], *gut* [*good*], *mit Erfolg* [*satisfactory*], *etc.),* sometimes in numbers (1 is the highest) and often indicating the specific written work done by the student; c) certification of the results of any institutional or state examinations pertaining to the program he has followed. (See 5. *Curricula,* below.)

It is important to note that German institutions of higher learning do not ordinarily have fixed curricula, do not require the "passing" of a fixed number of courses annually, do not, except for a few church

institutions, have course examinations at the end of a semester or year, and do not have a specific three-year or four-year period of study like, say, American law schools or colleges.

The student matriculates in a faculty and attends courses selected by himself, which may cover a wide range of subjects. The *Studienbuch* in which courses are recorded indicates simply that the student was enrolled in these courses, but in itself gives no information on the quality of his work or on his grasp of the material presented in the courses.

The *Studienbuch* is, however, inspected before the student may take the state examination *(Staatsexamen)* or *Diplom* or doctoral examinations, to insure that the student has been enrolled in the courses and seminars particularly significant in his field.

5. Curricula

In many fields, a student has to take practical training or "field work" *(Praktikum, Praxis)* either before admission or during his studies. This is required in agriculture, forestry, medicine; in business and commercial curricula; in the natural sciences generally, in engineering, mathematics, and psychology. The period varies, according to institution and field, from about three months to a year.

Moreover, in many fields a student takes *Diplomprüfungen* (examinations for the *Diplom*, qualifying for entry to a profession) after several semesters' study, and in such fields he frequently does not continue to the doctorate.

In *Law*, he takes a state examination *(Staatsexamen; juristische Staatsprüfung)*, usually after six semesters, and trains then as a law clerk *(Referendar)* for at least three years before taking a second state examination, the *Assessorprüfung*.

In *Medicine*, he takes a preliminary examination *(Physikum)* usually after four semesters, and then takes advanced medical training for some six semesters; he takes later a state examination *(Staatsexamen)*.

In *Economics (Volkswirtschaft)* and Social Science or Sociology *(Sozialwissenschaft)*, he ordinarily takes a *Diplomvorprüfung*, preliminary examination, usually after six semesters. The certificate for this examination indicates his marks in the fields in which he is examined, expressed in numbers (1 to 5, or 1 to 6) or words *(Sehr gut*, etc.); a satisfactory certificate after at least six semesters of university study indicates an academic level approximating the American bachelor's degree. A student in these fields then customarily takes a *Diplomprüfung* after a total of eight semesters of study. The certificate *(Diplom)* indicates the fields in which he is examined, with grades and his total average *(Gesamtnote)*, and corresponds roughly to the American master's degree. On successful completion of the *Diplomprüfung*, the student receives the degree of *Diplomvolkswirt*, etc.

In *Engineering, Mathematics* and *Natural Sciences,* including psychology, similarly, the student customarily takes in sequence the *Diplomvorprüfung* and the *Diplomprüfung* after about six and eight semesters respectively, and receives the degree of *Diplomingenieur* (Dipl.-Ing.), etc.

In the *Philosophische Fakultät* (Faculty of Arts), however, *Diplom*-examinations are not given unless this faculty includes some of the fields indicated above as normally offering such examinations. Students in the *Philosophische Fakultät* preparing to teach in secondary schools *(höhere Schulen)* take a state teachers' examination *(Prüfung für das Lehramt an höheren Schulen),* usually after eight semesters. Perhaps one-third of these students go on to the doctorate.

The number of semesters given for admission to the various examinations should be regarded as a minimum.

The additional requirement for the doctorate is the acceptance of a dissertation and a successful oral examination on one main field and two additional fields. The certificate of the doctorate is in Latin or German, gives the title of the dissertation, and indicates distinction by *cum laude, magna cum laude,* or *summa cum laude.* In many fields, such as law and business, relatively few students go on to the doctorate. As an indication of the duration of university and *Technische Hochschule* studies, it may be noted that in the winter semester of 1953-54, out of about 112,000 students in the Federal Republic and West Berlin, nearly one-third were in the seventh semester or higher; and about 9 per cent were in the tenth semester or higher; also that the number of doctorates granted in a year is somewhat over 8,000.

Few students come to the United States from institutions of higher learning other than the *"wissenschaftliche Hochschulen,"* i.e. the universities and technological institutes. In brief, some of the other institutions offer degrees, some do not.

The Clausthal *Bergakademie* (School of Mines) offers the *Diplom* and the doctorate.

The Berlin *Pädagogische Hochschule* (Teachers' College) offers simply the teachers' examination, after about six semesters.

The schools of business and/or social sciences at Mannheim, Nürnberg, and Wilhelmshaven offer both *Diplom* and doctorate.

The institutes for political science and administration at Speyer, Berlin, and Munich do not offer *Diplom* or degrees.

The ten Catholic philosophic-theological institutes generally have semester examinations for non-theological students, who may attend several of these institutes for three or four semesters; theological students may complete the doctorate after at least eight semesters.

The four Protestant theological schools *(kirchliche Hochschulen)* offer the doctorate after at least eight semesters.

The professional schools of art and music do not offer doctoral degrees, but ordinarily have comprehensive examinations for profes-

sions such as architecture, and state examinations for those wishing to teach in secondary schools, after approximately the same periods of study as similar examinations in the universities.

6. Recommendations on Placement

As a rule of thumb, and with specific reference to students coming from German universities and technological institutes which they have entered *after thirteen years of schooling,* it is recommended that:

1. in the fields not offering *Diplom*-examinations—i.e., the humanities generally—six semesters of university work supported by good certificates in courses requiring written or oral reports *(Seminarscheine* or *Uebungsscheine)* may entitle a capable student to provisional or trial admission to graduate or professional school; but such admission should not be granted for students in fields offering *Diplom* or other comprehensive examinations unless the student has passed satisfactorily the appropriate examinations;

2. in the fields offering it, the *Vordiplom,* if taken after at least six semesters of university work, may be regarded as corresponding to the bachelor's degree;

3. in the fields offering it, the *Diplom* may be regarded as corresponding to the master's degree, or to approximately one year of graduate work;

4. the doctorate—as the highest degree awarded in Germany—may entitle the holder either to admission to advanced graduate standing, or, if he does not wish to undertake formal studies, to the privileges of a visiting scholar.

These recommendations are of course subject to change in individual cases; e.g., persons with outstanding records may be given higher placement than the norm indicated.

Medical students would be well advised to take a year of premedical study in the United States. Holders of the German Dr. Med. may be admitted, in at least one leading American medical school, to third year standing as candidates for the M.D.

V. SCHOOLS AND INSTITUTIONS OF HIGHER LEARNING IN THE SOVIET ZONE (EAST GERMANY)

Since very few students come to the United States from East Germany, only a brief note will be given on education there.

The schools follow the pattern of the unitary school *(Einheitsschule),* in which the first eight years are taken in the *Grundschule,* and there is a partial subdivision only after that, into three further years of "practical" preparation, or four for those intending to continue their education.

There are six universities and seventeen other *Hochschulen* in the East Zone. The proportion of students in such institutions to the population is about the same as in the Federal Republic—roughly 1:440. Preference is given on political grounds to the children of the working class. It is difficult to assess the quality of education, which has not been fully "co-ordinated." It may be noted that West German authorities follow the rules given below in dealing with transfers from the East Zone:

Reifezeugnisse issued up to the end of 1950 are acceptable for admission to a university provided the holder had two foreign languages; if not, provisional admission is possible with the requirement that a second language be satisfactorily prepared before the end of the second semester.

School graduation certificates *(Abschlusszeugnisse)* issued after December 31, 1950 are recognized for university admission only subject to a special examination which usually covers German, mathematics, a foreign language, and history.

Students transferring from an East Zone university after at least one year of study can enter a university in West Germany without a special examination.

Glossary of German Educational Terms

Abitur *(Reifeprüfung)*: Final examination of a *höhere Schule,* the basic educational qualification for entrance to a university.

Abschlusszeugnis: Certificate of completion (of a secondary school).

Altsprachliches (Humanistisches) Gymnasium: Classical university-preparatory school, emphasizing Latin and Greek.

Assessor: Lawyer, cf. *Studienassessor,* "junior" teacher—status following that of *Referendar* (law clerk), after passing a second state examination *(Staatsexamen).*

Aufbauschule: Usually 7-year secondary school (sometimes shorter if pupils have had longer previous *Volksschule* training), for ages 12-18, preparing for university.

Bergakademie: School of mines.

Berufsschule: Part-time vocational or continuation school, for the ages 14-17 or 18, after completion of the full *Volksschule* curriculum, for children not intending to enter universities or comparable institutions.

Dies academicus: Series of public lectures, conferences, etc., at universities, for purpose of general education.

Diplom: Certificate; specifically, certificate of successful examination, required in many fields (natural sciences, engineering, economics, etc.) in institutions of higher learning, and roughly comparable to the Master's degree. The *Diplom* qualifies for entry into such professions as engineering, etc.

Diplomprüfung: Examination for *Diplom.*

Diplomvorprüfung: Preliminary examination, taken in many fields at the university after 4-6 semesters, roughly comparable to the Bachelor's degree.

Diplomingenieur (Dipl.-Ing.), Diplomvolkswirt (Dipl. rer. pol.), etc.: Holder of a *Diplom* in Engineering, Economics, etc.

Dr. phil., Dr. rer. nat., etc.: Doctor of Philosophy, Doctor of Science, etc.

Einheitsschule: Unitary school.

Frauenoberschule: 3-year girls' school for ages 16-18, following *Lyzeum* and preparing for *pädagogische Hochschule,* though not for universities.

Gesamtnote: Total average mark or grade.

Grundschule: Primary school, the first 4 or 6 years of schooling.

Gymnasium: "Classical" university-preparatory school (one kind of *höhere Schule*).

Handelshochschule: Advanced commercial institute.

Hochschule: Institution of higher learning—a general term, including universities and technological institutes *(Technische Hochschule)*, these being *wissenschaftliche Hochschulen* ("academic" institutions), and also various professional schools for art, music, etc.

Höhere Schule: University-preparatory school, for the ages 10 to 18, with three main types—*Gymnasium, Realgymnasium, Oberrealschule.*

Humanistisches Gymnasium: See *Altsprachliches Gymnasium.*

Kirchliche Hochschule: Protestant theological school.

Kunstakademie (Hochschule, or Akademie, der bildenden Künste): Institute for advanced instruction in the fine arts.

Land (pl. Länder): State in the *Bundesrepublik* (Federal Republic of Germany).

Landwirtschaft: Agriculture.

Lyzeum: Girls' school with 6-year course, for ages 10-16.

Mathematisch-naturwissenschaftliches Gymnasium: See *Oberrealschule.*

Matura (Reifezeugnis, Zeugnis der Reife): Certificate of graduation from a *höhere Schule,* required for entrance to a university.

Mittelschule (Realschule, Progymnasium): Intermediate school, following the *Grundschule,* for the ages from 10 or 12 to 15; its graduates may enter the seventh-year class of a *höhere Schule.*

Naturwissenschaften: Natural Sciences.

Neusprachliches Gymnasium: See *Realgymnasium.*

Note (Zensur): Mark or grade, usually indicated in the range 1-5 or 1-6, roughly corresponding to A, B, C, D, E.

Oberrealschule (Mathematisch-naturwissenschaftliches Gymnasium, Oberschule): University-preparatory school emphasizing science and mathematics.

Pädagogische Hochschule: Teachers' college.

Philosophisch-theologische Hochschule: Catholic theological school.

Physikum: Examination for medical students after about 4 semesters.

Praktikum (Praxis): Practical training, or "field work."

Progymnasium: See *Mittelschule.*

Prüfung: Examination.

Realgymnasium (Neusprachliches Gymnasium, Oberschule, Studienanstalt): University-preparatory school emphasizing modern languages and sciences as well as ancient languages.

Realschule: See *Mittelschule.*

Referendar: Law clerk, who takes this position after about 6 semesters' study at a university and passing the first *Staatsexamen*—cf. also *Studienreferendar,* apprentice teacher in a corresponding stage of training. See *Assessor.*

Reifeprüfung: See *Abitur.*

Reifezeugnis: See *Matura.*

Seminarschein: Report on quality, and often subject, of work done in a seminar; a number of *Seminarscheine* and/or *Uebungsscheine* must be presented by students applying to take examinations—e.g., 8 are required for admission to the *Diplomprüfung* in Economics at the University of Munich.

Sozialwissenschaften: Social Sciences, Sociology (excluding education and psychology).

Staatsexamen (Staatsprüfung): State examination, taken after several (approximately 4-6) semesters to test professional competence in law, teaching, etc.

Studienanstalt: See *Realgymnasium.*

Studienbuch: Booklet listing by semesters courses in which a student at a university or other institution of higher learning has registered. *Not* evidence of the quality of the student's work.

Studium generale: "General education" courses at universities or other institutions of higher learning.

Technische Hochschule: Technological institute of university level.

Theologische Hochschule (Kirchliche Hochschule, Philosophisch-Theologische Hochschule): Theological school.

Uebungsschein: Report on quality of work in course, requiring written work or other evidence of accomplishment. (See also *Seminarschein.*)

Universität: University.

Volksschule: Basic elementary school, consisting of 4 (or 6) years of primary school *(Grundschule)* plus higher grades, for a total of 8 or 9 years.

Volkswirtschaft: Economics.

Vordiplom: Certificate of passing *Diplomvorprüfung,* corresponding roughly to bachelor's diploma.

Wirtschaftshochschule: Advanced business institute.

Wirtschaftsoberschule: 3-year school for ages 16-18, preparing for commercial institute and for study of economics at universities.

Zensur: See *Note.*

Zeugnis der mittleren Reife: Certificate of graduation from *Mittelschule,* permitting the holder to enter the seventh-year class of a *höhere Schule.*

Zeugnis der Reife: See *Matura.*

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PUBLICATIONS OF AACRAO

Requests for any of the following publications may be addressed either to the person indicated, or to the Secretary of the Association, Miss Florence Brady, Occidental College, Los Angeles 41, California.

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3. *An Adequate Transcript Guide,* 1952 Revision. The Association's official guide to the preparation of an acceptable transcript. Howard Shontz, University of California, Davis.
4. *Report of Credit Given.* A summary report of accreditation policies by states. Published annually. Ted McCarrel, University of Iowa, Iowa City. ($1.00 per copy.)
5. *AACRAO Policies and Procedures* (A Handbook). D. T. Ordeman, Oregon State College, Corvallis. $1.00 with order.
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7. *The Impending Tidal Wave of Students.* Ronald B. Thompson, Ohio State University, Columbus.
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9. *Professional Training Recommended for the Registrar and Admissions Officer.* Ellen L. Deering, College of the Pacific, Stockton, California.
10. *Secondary School—College Co-operation: an Obligation to Youth.* Clyde Vroman, University of Michigan, Ann Arbor. (35c per copy; 30c if ordered in lots of over 25.)
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12. *Know Your AACRAO.* Alfred Thomas, Jr., Arizona State College, Tempe.
13. World Education Series: *Do-It-Yourself Evaluation of Foreign Student Credentials; Germany: A Guide to the Academic Placement of German Students in United States Educational Institutions.* William H. Strain, Indiana University, Bloomington. (*Germany,* $1.00 per copy; *Do-It-Yourself,* single copies no charge, larger orders pay cost of printing.)